

1

Making your point

Coverage of Literacy Curriculum

Practise listening and speaking

- Listen and identify relevant information from extended explanations or presentations on a range of topics SLlr/L2.1
- Respond to criticism and criticise constructively SLlr/L2.4
- Speak clearly and confidently in a way which suits the situation SLc/L2.1
- Express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary SLc/L2.3
- Present information and ideas in a logical sequence and provide detail and development to clarify or confirm understanding SLc/L2.4
- Make relevant contributions and help move discussions forward SLd/L2.1
- Adapt contributions to discussions to suit audience, context, purpose and situation SLd/L2.2
- Use appropriate phrases for interruption and change of topic SLd/L2.3
- Support opinions and arguments with evidence SLd/L2.4
- Use strategies intended to reassure (e.g. body language and appropriate phraseology) SLd/L2.5

Practise reading and writing

- Trace and understand the main events of continuous, descriptive, explanatory and persuasive text Rt/L2.1
- Identify the main points and specific detail Rt/L2.3
- Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose Rw/L2.3
- Plan and draft writing Wt/L2.1
- Judge how much to write and the level of detail to include Wt/L2.2
- Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate Wt/L2.3
- Use format and structure to organise writing for different purposes Wt/L2.4
- Use formal and informal language appropriate to purpose and audience Wt/L2.5
- Use different styles of writing for different purposes (e.g. persuasive techniques, supporting evidence, technical vocabulary) Wt/L2.6
- Use correct grammar (e.g. subject-verb agreement, correct and consistent use of tense) Ws/L2.2
- Spell correctly words used most often in work, studies and daily life Ww/L2.1
- Produce legible text Ww/L2.2

Key functions

- Reading and listening to a speech expressing a point of view
- Preparing and planning a speech expressing a point of view
- Presenting a structured argument in speech and writing
- Adding colour and impact to a speech through rhetorical and other literary devices
- Presenting and evaluating one side of an argument in a speech and debate
- Acknowledging and addressing the opposing viewpoint in a speech and debate
- Planning, drafting, editing and completing a structured argument in letter form

Key grammar

- Using the active rather than passive voice
- Practising different spelling strategies

Resources to support this unit

- Flipchart or whiteboard
- Highlighter pens
- Recording equipment (audio or video)
- A set of dictionaries of word origins
- Access to computers with an Internet connection

Materials preparation

- Audio clips 1 and 2
- Copies of photocopy 1 (page 17)
- Copies of audio scripts
- Sets of blank cue cards
- Peer- and self-assessment forms (Photocopy 2 and 3, pages 18 and 19)
- Role-play cards (help)
- Scales and cards or wooden blocks (help)
- Examples of issues for discussion, topic sentences and paragraphs
- Practice exercises in re-ordering sentences (help)
- Pre-prepared audio / video clips of rhetorical speeches
- Pre-prepared examples of rhetorical devices
- Pre-prepared audio / video clips, texts and exercises (help)
- Audio / video examples of speeches
- Large paper or computer access for word processing
- Pre-prepared speech (help)
- Pre-prepared audio or video clip of a debate
- Examples of a formal letter and a writing frame for a letter (Photocopy 4, page 20)
- Copies of Photocopy 5 (page 21)
- Draft paper
- Scissors
- Local newspapers and magazines

Reading strategy: The texts and speeches in this unit are designed to reflect real, authentic material found in an adult community environment. It is essential that all learners practise a number of reading strategies to decode and decipher unfamiliar words and their meanings.

Spelling strategy: In this unit, learners will explore and practise a variety of strategies for remembering spellings. See pages 15 and 16 of the learner's material.

Page 1

Unit aims

To begin

- Clarify the content, purpose, objectives and outcomes of the unit: to use effective speaking and writing techniques in a speech and in formal writing.
- Show how the core curriculum skills for each page are itemised on each section of the learner's material.
- Demonstrate how the core curriculum skills represent progression from Level 1 and reflect the ILP.

Specific to this unit

- Produce material on a topical issue that invites different points of view.
- Encourage learners to volunteer some topics they feel strongly about.
- Discuss how easy or difficult they find it to express views and consider the reasons.
- Talk about different situations in which they might need or want to express their views and how this might be done.
- Explain to learners what they are going to cover in this unit.
- Ask learners to identify the skills they think they will need.
- Ask learners to tick those skills they will find most useful.
- Ensure that this opening discussion is short and focused. Its purpose is to stimulate interest in the topic and to encourage learners to begin the first skills page.

Pages 2, 3 and 4

Structuring an argument

Materials

- A whiteboard or flipchart and paper
- Highlighter pens
- Examples of issues for discussion, topic sentences and paragraphs
- A set of blank cards
- Audio clip 1
- Practice exercises in re-ordering sentences (help)

Rationale

- To read and listen to a speech expressing a point of view
- To read and identify the main stages in preparing a speech to express a point of view
- To prepare and plan a speech expressing a point of view

Activity A Writing and speaking

Pre-task

- Ensure learners' understand the term 'controversial issue'.
- Elicit some examples of controversial issues from learners' e.g. euthanasia, legalisation of drugs etc.
- Explain that opinions about controversial issues can offend or hurt some people and are best avoided. Compile examples of topics to be avoided such as other people's religion, cultural preferences or sexual orientation.

Task

- Ask learners to write down any issues that they feel strongly about. Ask them to do this as a quick ideastorm exercise without prior discussion. Remind them to avoid issues that may offend or hurt others in the group.
- Ask learners to share their list of issues with another person and to add any further issues if they wish.
- Explain that they will be asked later in the unit to make a speech about one issue on their list.
- Check to see if anyone has included fox-hunting as an issue and point to its relevance in this unit.
- Discuss the meaning of 'an acceptable countryside custom' and ask learners to give some brief views on fox-hunting.
- Ensure learners understand the importance of speaking for or against the issue.

Help

- Prompt learners with a list of issues if they have few ideas for the ideastorm exercise.
- Ask learners to choose issues that interest them and to write these in the box provided.
- Offer topical issues such as war / peace, moral issues such as abortion, or local issues such as transport, education or health policies.

Activity B *Reading and writing*

Pre-task

- Recap on planning procedures used by learners in previous units or at other levels.
- Record and display learners' suggestions on how to plan an argument.

Task

- Ask learners to read the planning procedures for Arif and Carol.
- Discuss how these compare with the ideas already put forward by learners. Agree additional planning steps with learners and add to the display.
- Ensure familiarity with and understanding of the term 'topic sentence'. Recap on previous work on topic sentences from other units. Provide examples of paragraphs with clear topic sentences. Demonstrate how the position of the topic sentence may vary, i.e. it may not be always the first sentence of a paragraph.
- Divide learners into pairs. Ask each pair to plan an argument in response to the fox-hunting statement, using a model similar to that produced by Arif or Carol.

Help

- Support less-confident learners to plan their argument step by step.
- Drawing on their earlier brief discussion and plan, ask learners, in pairs, to ideastorm any ideas on fox-hunting – both for and against – and to jot them down.
- Provide an example of how ideas are grouped in clusters. Discuss possible clusters from the notes learners have made. Ask learners to experiment with written clusters based on their notes, placing their heading at the centre of the cluster.
- Provide learners with cards and ask them to write a cluster heading on each card.
- Encourage them to sort the cards into those that support the argument **for** and those that support the argument **against**.
- Ask learners to pick the pile of cards which support their general view of fox-hunting and to place it in front of them. Ask them to place the other pile to one side.

- In pairs, encourage learners to think of examples to back up each heading in the nearer pile. For instance, if they are **for** fox-hunting, they might have a heading 'Other ways of killing / culling foxes'. Suggest they ideastorm examples of other ways in which foxes might be killed – the nastier the better! – and note them down.
- Highlight the need for research as learners discover a need for further information. Discuss possible sources of information.
- Ask learners to examine the headings in the other pile and to consider what an opponent might say.
- Talk about how learners' notes can be turned into a speech and ask them to begin by making a topic sentence of each heading.
- Ensure that learners recognise how their supporting examples can be developed into sentences to back up the topic sentence. Give some examples and ask learners to practise turning supporting notes into sentences.

Activity C *Reading and speaking*

Task

- Direct learners to Arif and Carol's plans. Ask them to compare their own plans with these and to discuss the differences and similarities.

Activity D *Reading and listening*

Task

- Play audio clip 1 of Carol's speech and ask learners to listen.
- Discuss with learners what they have heard and identify the points made. Display the main points on the board.
- Direct learners to the text of Carol's speech. Ask them to highlight or underline the topic sentences, using their displayed list to help them.
- Ask learners to select the sentences from the text that support each topic sentence.
- Ask learners to count the sentences and to complete the box. Talk about the average number of sentences per topic and talk to the learners about the likely number range of supporting sentences in any one paragraph.

Help

- Discuss each topic sentence individually and work with less-confident learners to select supporting sentences.

Activity E

Writing

Pre-task

- Explain to learners that they will now plan a speech of their own.
- Ask learners to choose a topic from the list they made earlier.
- Help learners with the choice by providing prompt topics or by ideastorming a few ideas around each to check the scope of material.
- Confirm the concept of paragraphing and ensure understanding that a planned speech is delivered in paragraphs in the same way as a written piece.
- Recap on planning considerations and elicit from learners the need for an introduction, a conclusion and a logical order to the paragraphs.

Task

- Ask learners to complete the task.

Help

- Work with less-confident learners step by step, discussing each stage before and after completion.
- Recap on paragraphing and logical order as necessary, providing practice exercises in re-ordering sentences.

Extension

- Ask confident learners to practise planning more than one topic to hone the skill.
- Discuss which of the topics they found easiest to plan and why.
- Talk about what they have learned about choosing a topic for a speech. For instance do all topics have enough supporting information? Did they find that one side of the argument was easier to support than the other for some topics?
- Ask learners to select a topic from those planned, taking into account which has the best potential for a good speech.

Pages 5 and 6

Adding style and polish to your speech

Materials

- Pre-prepared audio / video clips of rhetorical speeches
- Pre-prepared examples of rhetorical devices
- Audio clips 1 and 2
- Flipchart or whiteboard
- Highlighter pens
- Pre-prepared audio / video clips, texts and exercises (help)
- Scales, cards or wooden blocks (help)

Rationale

- To listen and identify rhetorical devices
- To identify and use linking words and phrases which introduce the opposing view point
- To use the active instead of the passive voice for impact in a speech
- To produce a polished speech

Activity A

Reading

Pre-task

- Introduce the concept of rhetoric.
- Play some pre-prepared audio / visual clips of rhetorical speech from politicians, literature or TV personalities.
- Discuss some of the devices used by each speaker to achieve the desired effect.
- Explain that learners will now learn to pick out some of the subtle techniques by which a speaker uses rhetoric to persuade.

Task

- Read the introductory paragraph with learners.
- Provide an example of a counter-argument, such as hastening the death of a terminally ill person may seem abhorrent but it may be even worse to watch a loved one suffer and die in a painful and protracted manner.
- Ask learners to identify the two opposing points and say which one is the stronger.
- Find and discuss other examples from the audio / video clips you have played.
- Ask learners to find examples of opposing points in their own plans and to discuss how these can

be turned into a sentence, using a counter-argument to reinforce the main point.

- Read the contents of the second section on rhetorical questions and elicit some examples from learners, based on their own experience or on the audio / video clips you have played. Rhetorical questions used in everyday life could include: 'Do you think I'm made of money?' 'Why don't I just talk to myself?' 'Am I kidding myself, or what?'
- Discuss with learners the examples of rhetorical questions provided and consider their impact. Elicit ideas about how the questions communicate dissatisfaction, while placing a perceived onus on the listener to respond.
- Read and discuss the contents of the third section on emotive language with learners.
- Find examples in the audio / video clips you have played or provide an emotive text from a daily newspaper and ask learners to pick out the emotive words or phrases. Give examples such as deadly weapons, disaster strikes, killer on the loose etc.
- Read and discuss the contents of the fourth section on sarcasm, humour and irony with learners.
- Find examples in the audio / video clips you have played of sarcasm, humour and irony. Provide other examples such as our cheery, smiling Prime Minister (sarcasm); if he'd known he was going to live that long, he'd have taken better care of himself! (humour), her ringing alarm calls fall on deaf ears (irony). Explain that sarcasm, humour and irony often overlap and that all may be found in a single phrase.

Extension

- Provide a pre-prepared text or texts and encourage learners to go through for examples of rhetorical devices, identifying each device.

Help

- Provide a range of examples of rhetorical devices. Examine and discuss each with learners until they are comfortable with the concept.
- Find a play or TV script that contains potential for rhetorical devices. Encourage learners to act it out, either by reading or by improvisation. Concentrate on the rhetoric and discuss the impact.

Activity B

Listening and writing

Task

- Replay audio clip 1 of Carol's speech.
- Ask learners to listen and follow the text for examples of each rhetorical device.
- Ask them to complete the boxes.

Extension

- Ask the more-confident learners to suggest embellishments to Carol's speech using rhetorical devices. Discuss whether these add to the impact or whether too much rhetoric can ruin the effect.

Help

- Play the speech in short bursts so that learners can concentrate on identifying each device one at a time.
- Provide another similarly structured speech as a reinforcement exercise.

Activity C

Reading and listening

Task



- Play audio clip 2 of Arif's speech.
- Ask learners to follow the text and to highlight the rhetorical devices as written in the unit or to prepare their own table of devices from the text.
- Ask learners to share their findings with another person.

Extension

- Ask learners to suggest embellishments as with Carol's speech and to discuss their effectiveness.

Help

- Provide help as with Carol's speech, dividing into smaller chunks and examining a parallel text.

Pages 7 and 8

Using short phrases

Materials

- Pre-prepared examples of short phrases used in speech making
- Flipchart or whiteboard
- Highlighter pens

Rationale

- To identify and use linking words and phrases which introduce the opposing view point
- To use the active instead of the passive voice for impact in a speech
- To produce a polished speech

Activity A *Reading and writing*

Pre-task

- Ask learners to look again at the cards prepared earlier which showed headings related to the opposing point of view.
- Encourage learners to suggest reasons for always considering the opposing point of view as well as their own, e.g. to shoot it down, to emphasise the strength of the main argument, to disarm the attack etc.
- Explain that the opposing argument can be included in a speech by using particular expressions and structures. Tell learners that they will learn how to do this in this activity.

Task

- Examine the phrases given. Ask learners to volunteer some possible continuations for the phrases from their own planned arguments or from experience. Record some examples on the board.
- Divide learners into pairs. Ask the pairs to ideastorm other examples and to write them down.
- Examine the words and phrases given.
- Practise some completed examples with learners and record them on the board.
- Ask learners to prepare a topic sentence about fox-hunting, using the words or phrases given.
- Take examples and record them on the board.
- Examine the words and phrases given.
- Replay audio clip 2 of Arif's speech.

- Ask learners to listen and examine the text for any phrases used to introduce the opposing argument. Ask them to write the words or phrases in the space provided.
- Draw attention to the expressions to avoid. Confirm that they understand the inappropriateness of such phrases by asking them to explain to each other in pairs why these are wrong.

Help

- Show how an argument can have two sides by writing both on cards or pieces of wood and placing them in two separate dishes of a set of scales. Show how the weight of one side or the other can be increased by the words chosen. For instance, show how the word 'however' adds weight by writing it on a card and placing it on the scales with the stronger side of the argument, for instance 'Some people say that alcohol is good for you (left side of the scales). Medical experts disagree (right side of the scales), however (right side of the scales)
- Provide other pre-prepared audio clips and texts to illustrate linking words and phrases for the opposing argument.
- Work with learners step by step to identify the phrases and to incorporate them into the sentences.

Activity B *Reading and writing*

Pre-task

- Revise the active and passive voice, referring to work done at previous levels.

Task

- Ask learners to examine and discuss the impact of the active over the passive voice when making a speech.
- Using experience from earlier units and from your pre-task preparation, direct learners to complete the task.
- Compare examples and display the active forms on the board.

Extension

- Provide learners with an alternative text for a speech and ask them to convert the passive to the active voice.
- Discuss the results and their effect.

Help

- Provide a pre-prepared exercise in which learners convert a number of sentences from the passive to the active voice.
- Ask them to compare answers with another person.

Activity C *Reading and writing*

Pre-task

- Recap on the devices practised in this activity.

Task

- Direct learners to the task.
- Encourage them to take pleasure in the speech and to see how it is improved by the devices studied in this activity.

Extension

- Provide a pre-prepared example of a roughly planned speech and ask learners to improve and embellish it with the devices studied.
- Compare results and discuss the effects.

Help

- Support learners step by step with this activity.
- Suggest that they begin by making one amendment against each point and then checking with another person and with you to confirm understanding.
- Discuss the impact of the improvements / embellishments and encourage learners to find enjoyment in their polished speeches.

Activity D *Writing*

Task

- Ask learners to complete their polished speeches.

Pages 9 and 10 **Presenting a speech**

Materials

- Audio / video examples of speeches
- Large paper, or computer access for word processing
- Copies of Photocopy 1 (page 17)
- Pre-prepared speech (help)
- Cue cards
- Peer-evaluation and self-evaluation forms (Photocopy 2 and 3, pages 18 and 19)
- Audio / video recording equipment if available

Rationale

- To examine and practise effective body language and facial expressions to deliver a speech
- To listen to and evaluate an oral presentation
- To undertake peer- and self-assessment

Activity A *Speaking and writing*

Pre-task

- Tell learners that they will learn in this section how to present an effective speech.
- Replay some of the audio / video clip examples used earlier or play a video showing examples of speeches.
- Ask learners to identify any points that they notice about good delivery. Note their ideas on the board.
- Bring out aspects such as:
 - knowledge of the subject they are presenting
 - rhetorical words and phrases to persuade the listeners
 - a suitable persuasive tone of voice
 - appropriate and confident body language and facial expressions.

Task

- Ask learners to read the five tips given in the unit. Compare these with those already identified by learners.
- Ask learners to copy their speeches on to a large sheet of paper or direct them to the computer to word-process using wide spaces and margins.
- Ask them to annotate their texts using the five tips and their own experience as a guide. Give

learners copies of Photocopy 1 to use as an example.

- Discuss their findings and concentrate in detail on points of interest such as body language.

Help

- Encourage learners to take turns acting out a pre-prepared speech. Concentrate on body language and facial expressions.
- Discuss each person's turn and make notes of points learnt.

Activity B Speaking and listening

Pre-task

- Revise the use of cue cards from previous units and levels. Practise listing main points and using them for prompts.

Task

- Give each learner a personal space if possible, e.g. in the corner of the room, in an empty room close by or somewhere where they feel they are not being watched or heard.
- Encourage them to practise their speeches, using all the devices discussed in this unit, until they feel confident to deliver.

Extension

- Cut short this practice period if learners are confident and want to proceed directly to the speech.

Help

- Divide learners into pairs after they have practised and let them take turns to practise before addressing the whole group.

Activity C Speaking and listening

Pre-task

- Ensure learners are prepared and have addressed all points.
- Introduce peer-evaluation and self-evaluation forms for identification of effective body language, facial expressions, tone, pace, volume etc.
- Prepare learners to listen and to complete the forms.

Task

- Prepare the order of speakers.
- Ask each speaker to deliver their speech.
- Ask the rest of the group to listen and to complete their peer-evaluation forms.

Extension

- Cut short this practice period if learners are confident and want to proceed direct to the speech.
- Expect a longer speech from the more-able learners.
- Record each speech on audio or preferably video tape for subsequent detailed assessment.
- Replay the audio / video clips for peer-assessment.

Help

- In cases of extreme nervousness, allow the learner to present to you only.
- Where learners lose confidence and dry up, prompt with short helpful questions.
- Discuss any prompts made at the end of the speech and elicit ideas about how such prompts could be avoided in future, for instance by having cue cards.

Activity D Speaking and listening

Pre-task

- Ask learners to share their positive feedback with each speaker.
- Do not share the negative feedback. This should be used as a learning aid for each learner and should inform self-assessment.

Task

- Ask learners to consider their own performance in the light of their assessment of others. Emphasise the need for honesty and stress the purpose, which is to gain confidence and improve performance.
- Ask learners to complete their self-assessment sheets.
- Work through the self-assessment sheet with each learner, contributing your own ideas as well. Elicit the learner's suggestions for improvement and add your own.

- Ensure that learners appreciate that constructive criticism provides help and encourage them to act on it.
- Identify what went well in each learner's speech, give praise and boost confidence.

Extension

- Ask learners to choose another topic, either from their original list or from those suggested by the other learners.
- Set learners to plan and present another speech, incorporating all they have learnt.
- Repeat the peer-assessment / self-assessment process.

Help

- Allow a less-confident learner to sit in on a self-assessment session with a confident learner.
- Ask the less-confident learner to comment on how the confident learner receives criticism, e.g. with interest, with a genuine desire to do better, with humour, without taking the criticism personally.
- Ask the less-confident learner to pick out any criticisms which he / she shares with the confident learner.
- Ask the less-confident learner to draw up a checklist of things to remember, based on the criticisms observed.
- Encourage learners to concentrate on key changes, such as tone of voice, pace, volume etc.
- Offer to record a revised presentation if they are willing.
- Discuss the recording and demonstrate how learners have acted on their self-assessment.
- Be very encouraging about what has been done well.

Page 11 Debating your argument

Materials

- Pre-prepared audio or video clip of a debate
- A flipchart or whiteboard
- Recording equipment (audio or video) (extension)

- Peer-assessment and self-assessment forms for debate (extension)
- Role-play cards (help)

Rationale

- To identify and practise the skills of debate



Activity A

Speaking and listening

Pre-task

- Ensure understanding of the term 'debate': when speakers representing two sides of an argument engage with each other to find which side is stronger.
- Play a pre-recorded audio or video clip of a debate as an example.
- Discuss what makes for a successful debate and display the main points.
- Stress that the aim in this unit is to focus on the process of debate and not on formal protocol, such as role of the chair, conventions for interruption or formal terminology.
- Encourage learners to think about the *process* of debating in terms of ordered points, persuasive techniques, rhetorical devices and interaction with the opponent.

Task

- Read the skills of effective debate with learners and compare this list with the one displayed from learners' discussion.
- Draw attention to examples in the recorded debate or provide your own examples of each skill.
- Choose a topic for debate from learners' presentations or provide one of your own. Ideastorm some points which might come up on either side and discuss how you might support one side or the other in debate by asking questions, repeating key points, interrupting or adding evidence.
- Elicit and display appropriate phrases for interruption, e.g. Excuse me, you say that... but don't you think...
- Ask learners to prepare for a debate based on their own chosen speech topic.
- Using ideas from the ideastorm, complete the boxes with examples of questions you might ask, points you might repeat, ways you might interrupt and additional evidence.

- Discuss the answers.
- Display an updated list of techniques compiled from learners' work.
- Choose a topic for debate from a learner's speech. It may help for this to be the one used for ideastorming, as learners will already have considered the arguments.
- Divide the group into two: those for and those against. Remind learners that they may be asked to take a side which is not necessarily the one they personally support.
- Arrange the room for a debate.
- Run the debate with yourself, or ask an experienced learner to act, as chairperson.
- Discuss the effectiveness of the debating skills used.
- Identify possible improvements.

Extension

- Record the debate.
- Undertake a full peer- / self-assessment.
- Select a new topic and conduct a second debate using the newly acquired skills.

Help

- Devise role-play cards for a debate in which each learner is given a point of view to defend. Complete each role-play card with a prompt question and a piece of factual information.
- Run the debate, using the role-play cards and stopping at appropriate moments to prompt questions or interventions.
- Ensure that every learner makes an intervention and begins to feel the rhythm of the debate to gain confidence.
- Talk about what was learnt by each participant.
- Prepare for the chosen class debate and encourage each learner to plan at least one intervention. Ask learners to think of back-up points or questions in case their chosen point is raised by someone else.
- Run the debate, prompting as necessary to keep the flow.
- Discuss what has been learnt and display key points on the board or wall chart.

Pages 12, 13 and 14 **Put it in writing**

Materials

- Examples of a formal letter and a writing frame (Photocopy 4, page 20) for a letter
- Copies of Photocopy 5 (page 21)
- Flipchart or whiteboard
- Computer access for word processing
- Draft paper
- Highlighters
- Scissors

Rationale

- To consolidate the rhetorical language and planning skills developed in this unit
- To use persuasive language and planning skills in writing as well as speech
- To plan, check, edit and redraft a formal letter
- To produce a final, edited version of a formal letter

Activity A

Writing

Pre-task

- Recap on some of the persuasive techniques encountered in this unit. These can also be used in written communication.
- Encourage suggestions from learners of situations in which they might be required to put forward an argument in writing. Establish and discuss their own real-life experiences of this.
- Focus on letter writing, and ideastorm some situations in which points of view must be expressed in a letter.

Task

- Study the map with learners. Talk about possible traffic routes and which route learners would take if they lived there.
- Discuss the possible problems for local residents with the traffic route.
- Direct learners to the text and ask them to read it.
- Ensure understanding of the text and discuss it.
- Prepare learners to plan and write a letter. Recap on planning techniques learnt in other units and at earlier levels, such as bullet points, mind maps, flow charts, clusters etc.

- Ask learners to plan their letters.
- Ask learners to continue planning and drafting their letters, using the process of clusters and topic sentences as in their speech plans.
- Revise previous work on *tone* of language and remind learners to take account of this in their letters.

Help

- Support learners in the planning process step by step, checking their clusters before they proceed to topic sentences etc.

Activity B

Writing

Pre-task

- Recap on rhetorical devices.

Task

- Direct learners to the examples of rhetorical devices given and discuss the effectiveness of each.
- Ask learners to complete the task, using their own notes and the previous work of the unit to help them.

Help

- Take each device in turn and pool some ideas, culminating in displaying one group example on the board.
- Allow learners to record the group answer or to write another personally selected answer in the space provided.

Activity C

Writing

Pre-task

- Recap on formal letter structure.
- Show learners the writing frame, showing layout for a formal letter with key points, words and phrases in position on the page (Photocopy 4).
- Provide examples of Formal letters..
- Revise word-processing skills as necessary to complete a letter.

Task

- Ask learners to prepare a letter plan, entering notes into the letter format to link content with structure and layout. Encourage them to use Activities B and C for help.
- Provide the writing frame on the computer if possible.
- Ask learners to write their first drafts of the letter, using the plans already prepared.

Help

- Support less-confident learners step by step, checking at intervals and eliciting suggestions for improvement.

Activity D

Reading and writing

Pre-task

- Hand out copies of the self-evaluation checklist (Photocopy 5).
- Discuss the contents and ensure understanding of what to look for and how to use the checklist.

Task

- Ask learners to check their work, using the checklist as a guide.
- Suggest they read their letters aloud to hear the effect.
- Encourage learners to redraft by highlighting and cutting or by editing on the computer.
- Using the plans already prepared, ask learners to write their first drafts of the letter.
- Direct them to complete a final, polished version.
- Encourage learners to proof-read and edit, checking for punctuation, spelling and grammar.
- Encourage learners to use the computer spelling and grammar checks.
- Display final versions or ask learners to read them aloud to the group.
- Recap on what has been learnt.

Extension

- Choose another subject for learners to express their points of view in a letter. Base it on learners' real life needs or on a topical issue.
- Repeat the planning and drafting process.
- Ask learners to produce a polished, edited final version and to share it with the group.

Help

- Support less-confident learners step by step with the checking and redrafting stages.
- Read learners' draft versions.
- Make the redraft task manageable by agreeing a set number of changes to make before reaching the final version. Recommend the number of changes according to the effectiveness of the draft versions. (Too many changes will overwhelm so encourage learners to concentrate on key improvements only, rather than every possible one.)
- Ensure learners understand the benefits of all changes and see the improvements.
- Recap on what has been learnt.

Pages 15 and 16 Spelling

Materials

- A set of dictionaries of word origins

Rationale

- To practise a variety of strategies for remembering spellings

Spelling strategies

- Discuss the techniques for remembering spellings outlined at the top of the page.
- Read and ask questions about each technique separately to find out learners' experiences and understanding of each one.
- Explain that each of the activities will involve at least one of these techniques.

Activity A

Task

- Direct learners to look back through the unit and their work for ten words that they are uncertain about spelling. Encourage them to find words which they genuinely need to know and which they understand.
- Ask learners to write these accurately on the spelling record sheet shown or on a record sheet used in their centre.
- Recap on the 'Look, Say, Cover, Write, Check' method, and suggest learners practise this and

test their own learning or ask someone else to test it.

- Ensure that learners are not practising two or more words that are easily confused, such as homophones or near homophones (e.g. quiet / quite).
- For learners with dyslexia, refer to the assessment report to find their particular strengths (visual, auditory or kinaesthetic) and build on these.

Activity B

Task

- Introduce the term 'etymology'.
- Discuss the uses of etymology, such as:
 - connecting groups of words together
 - understanding more about prefixes and suffixes
 - working out meanings of unfamiliar words
 - guessing at unknown spellings.
- For example, the sound of 'aud' could be spelt in a number of ways but connecting it to the Latin meaning 'to hear' places it in the same family as 'audio' and 'audition', providing a clue to the spelling.
- Demonstrate how to look up and make use of etymological references in a dictionary of word origins. Look up some examples with learners.
- Ask learners to look up the words given and to discuss the origins and connections.
- In pairs, ask learners to see if this strategy is useful for any of the words they have selected. Ask them to think of some examples when this strategy would be useful for remembering the spelling of particular words.

Extension

- Ask more-able learners to expand their knowledge by looking up some common prefixes and suffixes to build understanding of word composition or ask them to look up other words of interest and share them with the group.

Activity C

Task

- Read the example words, exaggerating the middle sections.
- In pairs, ask learners to see if this strategy is useful for any of the words they have selected. Ask them to think of some examples when this strategy would be useful for remembering the spelling of particular words.

Help

- Recognise that learners with dyslexia (auditory difficulties) may find this difficult because of a weakness in understanding letter sounds or identifying individual phonemes. Work with them to relate sounds to letters for this technique.

Activity D

Task

- Question the group about the definition of 'mnemonics' and provide an explanation if necessary.
- Explain the mnemonic for 'because'. Give a couple more examples for words such as 'necessary' e.g. one collar and two socks.
- Encourage learners, in pairs or small groups, to think of their own mnemonics for words on their spelling lists – humorous if possible.
- Ask them to share their ideas with the rest of the group.

Activity E

Task

- Discuss the use of spelling rules. Which rules do learners use?
- Read and explain the example given.
- Ask about rules learners use to remember how to make plurals. Some examples are:
 - Change a 'y' to 'i' and add 'es' **unless** there is a vowel before the 'y'.
 - Words ending in 'f' or 'fe' change to 'ves' (with exceptions).
 - Words ending in 's' add 'es'.
- Share rules with the group.

Activity E

Pre-task

- Reinforce a range of **spelling strategies that have been covered in the unit and other spelling strategies**:
 - play word recognition games
 - use prepared cue cards
 - help learners to make connection between the sound of the word and its appearance
 - reinforce spelling rules
 - break the word into parts or syllables
 - use prefixes and suffixes
 - become familiar with spell check on the computer.

Task

- Practice the 'Look, Say, Cover, Write, Check' method as it is written out in activity F until the learner can reproduce the word correctly.
- Ask learners to practise spelling the words after a day, two days, then a week and even a month until they can remember the word.
- Teachers should check that learners have the correct spelling for the words they are using strategies to remember.

↑ Page 17 Integrated skills

Materials

- Access to computers with Internet connections
- Local newspapers and magazines

Rationale

- To bring together the skills developed and practised throughout this unit
- To provide an opportunity to practise the skills in new and different contexts
- To provide evidence of learning for the portfolio, progress record and ILP review

Tasks

- Ask the whole group to think about issues that are important to them in their area.
- Write the following suggestions on the white board or flipchart.
 - Public transport or traffic on particular roads
 - Building or development work

- Closures or cutbacks at schools, colleges or businesses
- Crime rates in the area
- Other local council issues such as waste management and recycling.
- Add other issues suggested by individuals in the group and make a decision about which topic would be the best to debate.
- Check that the issue provokes different opinions and points of view so that each small group can argue from a different angle.
- Ask the whole group to express opinions about different sides of the issue.
- Record these on the whiteboard or flipchart as a mind map, with the issue in the centre and the different views spreading out from the issue.
- Number the issues to clarify which group will argue for which point of view.
- Organise learners into groups of three or four and agree which group will argue for which point of view.
- Then ask all the groups to research their specific point, using some of the following sources of information:
 - the local library
 - local newspapers or magazines
 - locally focused websites
 - other learners, friends, relatives or neighbours
 - local councillors' surgeries or public council meetings.
- Agree a timescale by which all the learners will have completed their research.
- Ensure that learners share all the information gathered so that no one can suddenly produce a surprise fact or evidence.
- Finally, ask learners to prepare a speech. Remind them to:
 - include emotive language
 - think about the structure
 - think about the delivery (posture, gestures, tone of voice etc.).
- Suggest that learners make themselves cue cards to summarise key points they want to make.
- Once everyone is ready, arrange the room for a debate and take the role of chairperson yourself.
- Allow the debate to run its course until learners have reached an agreement about what action they would like to take on this issue.
- Discuss the effectiveness of the debate.
- Ask learners to identify and record the new skills acquired.

Page 18

Check it

Rationale

- To check and consolidate key learning
- To ensure that learners can complete the *check it* page

Help

- Prepare additional tasks for those who are still unsure. Recap as necessary.

Materials

- Highlighters
- Computers, if available
- Cue cards

Write for impact

Task

- Ask learners to read the letter and to highlight words that are powerful and / or emotive in one colour and those which need changing for more impact in another.
- Next, ask learners to highlight and replace those words and phrases that lack impact.

Plan a formal letter

Task

- Ask learners to plan and write a letter to the local paper, using the computer if possible.
- Remind them to:
 - include supporting evidence – facts and figures
 - structure their argument clearly
 - use powerful, emotive language to persuade the reader.

Plan and deliver a speech

Task

- Arrange the room as if at a council meeting with an audience.
- Encourage each learner to plan and deliver a speech, based on the content of the letter.
- Exchange constructive criticism within the group.

Review

Refer the learner back to page 1 of the learner's material. What objectives have been covered? How has the work of the unit reflected the needs identified in the ILP?

What new skills and knowledge has the learner acquired? What makes the learner feel more confident?

What skills still need to be practised? What needs clarification? What should the learner do next?

There are four other units at this level. Direct the learner to the next stage.

Photocopiable resources

Photocopy 1 Notes for speech delivery

Arif's draft speech

*Lean forward
Use hand
gesture*

Ladies and gentlemen, I ask you, how can fox hunting be tolerated in a civilised society?

I became appalled by fox hunting when I walked down our city's main shopping area and saw a group of 'Ban the Hunt' supporters with gruesome pictures of a fox's bloody body, its head torn off by a pack of hounds.

*Facial expression -
distaste*

pause here

There are, or course, those who say that fox-hunting is not cruel. How can someone say it's not cruel to rip off a creature's head or chase it until its heart almost bursts.

*Intro. opponents
argument Stress
tone
disbelief*

Photocopy 2 Feedback sheet – speech evaluation

Name of speaker Title of speech	Comments on speaker's strengths
Did the speaker manage to address the audience, make eye contact with the audience and put across a personal touch?	
Was the the delivery of the speech varied? Were different tones used, the voice raised or lowered and pauses used to get across certain ideas?	
Did the speaker put across some good points or arguments, including emotive or rational argument?	
Did the the speaker present the audience with some challenging ideas, directly or indirectly?	
Was the language used particularly effective in getting ideas across?	
Was the speech easy to follow and logical?	
Was the speech interesting or enjoyable?	

Photocopy 3 Feedback sheet – speech evaluation

Questions	What I did well	How I could improve in the future
Did I engage well and communicate with my listeners?		
Did I vary my delivery sufficiently?		
Did I get a good argument or some good points across?		
Did I present my audience with some challenging ideas to think about?		
Did I use language in an interesting way?		
Was my speech clear, logical and easy to understand?		
Did the listeners seem to be interested or to enjoy my speech?		

Photocopy 4 Writing frame for a formal letter

29 Broad Street [own address]

Sheffield

S2 2RP

21 Sept 2003

Councillor Jean Brent [recipient's address]

Sheffield City Hall

S1 2PH

Dear Madam [formal title]

[This first paragraph is your introduction. It states your reason for writing and any essential background information for the reader to make sense of the letter].

[This second paragraph should contain the first major point you wish to communicate to the reader. If the situation you are writing about is fairly simple you may only need to have one paragraph in the main body of your letter. With the Broad Street issue, you will probably have a minimum of two paragraphs in the main body].

[This third paragraph is the second major point you wish to communicate to the reader].

[By the time you reach this fourth paragraph, you should consider drawing your letter to a close. Make sure that you have said everything that needs to be said before you write your conclusion].

[This last paragraph is your conclusion. This should outline the action you require or the outcome you wish to achieve e.g. I hope to hear from you in the near future].

Yours faithfully [appropriate ending]

May Taylor

Photocopy 5 Formal letter – self-evaluation checklist

Checklist	Notes
Has my letter got a suitable layout?	
Is it organised into paragraphs so that it is clear and easy to understand?	
Have I given my reader a complete picture of the issues involved?	
Have I put across a case for speed bumps or other traffic calming strategies?	
<p>Do I have a convincing argument that uses any of the following:</p> <p>Rational argument</p> <p>Emotive argument</p> <p>Emotional guilt</p> <p>Flattery and praise</p> <p>Exaggeration for effect</p> <p>Rhetorical questions</p>	
Have I used/made use of any other rhetorical devices?	